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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How The World Works**  **Maths: Patterns** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Makes graphic representation of patterns both left and right with 4 objects, using at least three variables color, shape and size). | | | | | | **Skills:** | | | | | |
| **Materials:** model of a pattern with different size, colour, shape with 4 objects, strip of paper, pencil case. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 21 feb. 3-7/14** | | | | **Time: 45 min. half group** | |
| **Description** | | | | | | | | | | | |
| **Opening:** The teacher will explain to the children that they are going to extend the pattern both sides, this time by themselves. | | | | | | | | | | | |
| **Main Activity:** According to what they did the class before with the teachers help, now they have to extend the model of the pattern to the right and to the left by themselves. First drawing, then colouring. | | | | | | | | | | | |
| **Tier 1: B**y themselves | | | | | | | | | | | |
| **Tier 2:** Accompany this group | | | | | | | | | | | |
| **Tier 3:** Do it with them until they are ready to do it by themselves. | | | | | | | | | | | |
| **Closing:** Read some examples of finished patterns with them, find if there is a mistake. | | | | | | | | | | | |